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ABSTRACT

In April and May of 1975, the Research and Evaluation Department of the Minneapolis Public Schools conducted a needs assessment at the request of the Leadership Development Committee (LDC) to determine what kind of help MPS administrators need to do their jobs better. Two methods were used to collect data. First, a one-page questionnaire was sent to all MPS administrators. Second, a 15% random sample of administrators from elementary, secondary, central office, and special locations was selected to be interviewed. The most frequent requests for training were in the areas of management techniques, interpersonal relations and personnel management, administration, and curriculum theory and development. About two-thirds of the questionnaire respondents said that they would probably or definitely participate in courses in 1975-76 if they were offered at convenient times. About four out of ten questionnaire respondents said that ample opportunity exists to meet their professional growth needs. Over one-third said more opportunity for obtaining professional growth units through the MPS or obtaining college or university credit is needed. Secondary administrators more frequently indicated these needs and, in addition, were more likely to say they needed assistance in pursuing an advanced degree. Over two-thirds of the interviewees said they thought the LDC could provide them with the kind of training they really need. (Author/RC)

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ED128371

Minneapolis Public Schools

Needs Assessment of Administrators' Professional Development May 1975

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C-74-67
June 1975

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Minneapolis Public Schools

Needs Assessment of Administrators' Professional Development
May 1975

Summary

In April and May of 1975, the Research and Evaluation Department of the Minneapolis Public Schools conducted a needs assessment at the request of the Leadership Development Committee (LDC). The purpose of the survey was to determine what kind of help MPS administrators need to do their jobs better.

Two methods were used to collect data. First, a one-page questionnaire was sent to all MPS administrators. Fifty-three percent of those surveyed returned completed questionnaires. Second, a 15% random sample of administrators from elementary, secondary, central office, and special locations was selected to be interviewed.

The most frequent requests for training were in the areas of management techniques, interpersonal relations and personnel management, administration, and curriculum theory and development.

Differences between the training needs expressed by elementary, secondary, central office, and special location administrators were noted.

About two-thirds of the questionnaire respondents said that they would probably or definitely participate in courses in 1975-76 if they were offered at convenient times. Central office administrators indicated the most interest in participating. The most popular times suggested were Monday and Wednesday afternoons, closely followed by Thursday and Tuesday afternoons.

About four out of ten questionnaire respondents said that ample opportunity exists to meet their professional growth needs. Over one-third said more opportunity for obtaining professional growth units through the MPS or obtaining college or university credit is needed. Secondary administrators more frequently indicated these needs and, in addition, were more likely to say they needed assistance in pursuing an advanced degree. Over two-thirds of the interviewees said they thought the LDC could provide them with the kind of training they really need.

* * *

Research and Evaluation Department

June 1975

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Minneapolis Public Schools

Needs Assessment of Administrators'
Professional Development
May 1975

Purpose

What kind of help do Minneapolis Public School (MPS) administrators need to do their jobs better?

Developing opportunities for this type of help through professional growth courses and through university courses for credit is the responsibility of a group of administrators serving on the Leadership Development Committee (LDC).

A needs assessment of administrators' professional development was first conducted in November 1973.[1] New certification requirements were of major concern to administrators at that time. In addition, new requirements for human relations training were being implemented, and there was some staff confusion about these new requirements and how they should be fulfilled. Because of these timely issues affecting the results of the 1973 needs assessment, and because other issues may have gained in importance in the interim, the LDC, in April 1975, asked the Research and Evaluation Department (R & E) to conduct a new needs assessment to aid them in planning courses and activities for 1975-76.

Methods and Schedule

A one-page questionnaire was developed by the LDC and R & E. This questionnaire was sent to all MPS administrators on April 23, 1975. Respondents were asked what kinds of courses they wanted, when they wanted them, whether they would participate in 1975-76 if the times were convenient, how they felt in general about their opportunities for professional growth, and whether they were enrolled in an advanced degree program. Table 1 shows the percentage of respondents endorsing each alternative for the last four questions. The questionnaire is presented in Appendix A.

Participants were given two weeks to complete and return the questionnaire to R & E. Follow-up reminders were sent to all administrators on May 2.

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[1] Nesset, Bonna and R. W. Faunce. Needs assessment of administrators' professional development November 1973. Minneapolis Public Schools, Research and Evaluation Department, January 1974.

Table 1

Minneapolis Public Schools
Administrators' Professional Development Survey

Question	Response	Elementary N44 31%	Secondary N38 27%	Central Office N36 26%	Special Location N23 16%	Total N141 100%
If this course (these courses) were offered at convenient times, would you participate in 1975-76?	Definitely yes	39%	24%	44%	30%	35%
	Probably yes	23	37	28	17	27
	I'm not sure	14	8	0	0	6
	Probably not	0	3	0	4	1
	Definitely not	0	0	0	0	0
	No answer	25	29	28	48	30
My preference for professional growth activities is:	Monday afternoons before 6:00	34%	42%	42%	35%	38%
	" evenings after 6:00	16	13	14	9	13
	Tuesday afternoons before 6:00	14	34	33	26	26
	" evenings after 6:00	5	11	17	4	9
	Wednesday afternoons before 6:00	34	29	53	35	38
	" evenings after 6:00	11	13	19	4	13
	Thursday afternoons before 6:00	39	32	33	39	35
	" evenings after 6:00	11	13	14	22	14
	Friday afternoons before 6:00	2	13	28	17	14
	" evenings after 6:00	2	5	6	13	6
	Saturday morning	9	11	6	4	8
	" afternoons before 6:00	7	3	6	9	6
	" evenings after 6:00	5	0	3	4	3
	Sunday morning	2	0	3	4	2
	" afternoons before 6:00	5	0	0	9	3
	" evenings after 6:00	2	0	0	4	1
	None of these	0	3	3	0	1
Which of these statements best describes how you feel about opportunities for your professional growth?	I'm not interested in further professional growth activities	2%	0%	6%	4%	3%
	Ample opportunity exists to meet all my professional growth needs	36	24	44	52	38
	More opportunity for recertification credit is needed	11	3	11	9	9
	More opportunity for obtaining professional growth units through the Minneapolis Public Schools is needed	23	26	19	22	23
	More opportunity for college or university credit is needed	16	18	8	9	13
	Assistance in pursuing an advanced degree is needed	11	32	8	9	16
	No answer	18	18	17	13	17
Are you now enrolled in an advanced degree program?	Yes	25%	29%	19%	17%	23%
	No	73	68	72	78	72
	No answer	2	3	8	4	4

By the cut-off date of May 9, 141 questionnaires, 53% of those distributed, had been returned.[2] Four questionnaires were returned after the cut-off date, but their responses were not tabulated.

During the week of April 28, face-to-face interviews were conducted with a 15% random sample of all MPS administrators (40 people). These interviews were carried out by R & E staff and members of the Southeast Alternatives Internal Evaluation Team. A briefing session was held on April 28 for all interviewers. The purposes of the follow-up interviews were:

1. To further explore administrators' training needs, especially in some selected areas they might not have thought of when filling out the first questionnaire.

2. To find out what administrators really need for professional growth, in effect, to replicate results from the mailed questionnaire.

3. To expand questionnaire results with qualitative data and to get insight into training possibilities for the future based on needs expressed.

4. To look at differences between elementary, secondary, and central office and special location administrators and to find reasons for any differences found.

Sampling

The table in Appendix J shows that among all MPS administrators, elementary, secondary, central office and special locations are fairly evenly represented with administrators from secondary locations making up a slightly larger proportion of the total population of MPS administrators (29% compared with about 24% for the other classifications). The random sample selected for the interview closely approximated these population proportions, although special location administrators were slightly under-represented, making up 18% of the sample. The sample of administrators who returned questionnaires over-represented the proportion of elementary administrators (31%) in the population and under-represented special location administrators (16%).

The two-page standard interview format used by all interviewers is presented in Appendix B. The third page was a check list of training possibilities suggested by members of the LDC which they thought administrators might not have thought to suggest on the questionnaire. Toward the end of the interview

[2] Almost three-fourths of all administrators surveyed in November 1973 responded. The lower response rate for the 1975 needs assessment may have been due to the fact that school staffs tend to be much busier in May than in November.

(question 7) interviewees were asked to look at the list and mark anything they would like to participate in in 1975-76.

Results

What do elementary, secondary, central office, and special location MPS administrators want the LDC to offer in 1975-76?

The questionnaire asked respondents to name any courses, experiences, or skill training they desired. No categories were suggested. Respondents were then asked if they would participate in 1975-76 if these courses were offered at convenient times. Definitely yes, probably yes, not sure, probably no, or definitely not were the response categories listed.

Eighty-seven administrators, about 60% of the respondents, suggested one or more course activities and said they definitely or probably would participate in 1975-76. All their suggestions were listed. The number of courses suggested by elementary, secondary, central office, and special location administrators who said they definitely or probably would participate is indicated in Table 2.

Three judges independently grouped the listed courses into content categories according to topics which "seemed to go together." The three judges then compared their categories, discussed these independently formed groupings, and came to a final agreement on the categories covered by the courses suggested by the administrators. Seventeen categories resulted. (See Table 3).

Finally, the three judges took the orignal list of 162 suggestions from the 87 administrators who said they would participate next year, and placed each suggestion in its appropriate category. The categories and the statements within each category are presented in Appendix C.

Questionnaire Responses

The category including the most courses--17 suggestions--was Administration--General . This category included suggestions such as decision making, project supervision, management by objectives, and administrative styles.

Sixteen suggestions fell into the category named Legal--Rules and Regulations. These included school law, civil service regulations and procedures, and legislative relations.

Table 2

Would you participate (in the course you listed as desirable) in 1975-76?
(Note: Percentages based on the number of responses, not respondents, answering Definitely Yes or Probably Yes)

	No.	%
Elementary		
Definitely Yes	35	76%
Probably Yes	11	24%
	46	100%
Secondary		
Definitely Yes	18	42%
Probably Yes	25	58%
	43	100%
Central Office		
Definitely Yes	41	73%
Probably Yes	15	27%
	56	100%
Special Location		
Definitely Yes	9	75%
Probably Yes	3	25%
	12	100%
TOTAL		
Definitely Yes	103	66%
Probably Yes	54	34%
	157	100%

Table 3

Requests for Training Made by Administrators Who Said They "Definitely" Would or "Probably" Would Participate in 1975-76

	Definitely	Probably	Total
Administration, General	9	8	17
Legal; Rules and Regulations	9	7	16
Management Techniques	13	2	15
Interpersonal Relations; Personnel Management	11	4	15
Curriculum Theory and Development	10	4	14
Budget and Finance	8	5	13
Communications Skills	7	3	10
Personal Coursework	10	0	10
Values and Goals Settings; Futurism	7	2	9
Psychology	2	4	6
Community Relations	6	1	7
Evaluation and Research	1	6	7
Teaching Techniques	3	3	6
Miscellaneous	3	2	5
Data Processing	4	1	5
Human Relations	3	2	5
Leadership	2	0	2
Total	108	54	162

No. of administrators = 87

Note: Table includes only courses or training reported on the questionnaire. Interview checklist responses are not included.

Fifteen course suggestions were placed in the category Managment Techniques. Some of these were time management skills, handling priorities, basic office management techniques, and interview techniques.

Fifteen suggestions concerning staff utiliation, personnel evaluation, group problem solving, and staff relationships were grouped into a category called Personnel Management--Interpersonnel Relations.

Curriculum Theory and Development contained 14 courses including curriculum development, learning theories and implications for classroom practices, trends in education, and creation and utilization of interest centers.

Other categories and the number of course suggestions fitting into each were: Budget and Finance (13), Communications Skills (10), Personal Coursework (10), Values and Goals Settings--Futurism (9), Psychology (6), Community Relations (7), Evaluation and Research (7), Teaching Techniques (6), Miscellaneous (5), Data Processing (5), Human Relations (5), and Leadership (2).

Interview Responses

The 40 administrators randomly selected to be interviewed were asked "Regardless of time, cost, credit, or where or when training is provided, what training do you really need to help you do your job better?" Seventy-three requests for training were noted by the interviewers. These suggestions were listed and then placed into the same content categories used to group the questionnaire responses. The categories and the number of training suggestions falling into each are presented in Table 4.

The categories and the suggested courses from the interviews which were included within each category are presented in Appendix D. As in the questionnaire data, the categories of Management Techniques, Interpersonal Relations--Personnel Management, Administration--General, and Curriculum Theory and Development were among the five categories including the most course suggestions.

Table 5 shows how the categories ranked based on number of entries for the interview data compared with the questionnaire data. The Miscellaneous--Other category ranked higher for the interview data than for the questionnaire data, while the Legal--Rules and Regulations category which had ranked second based on questionnaire responses ranked tenth for the interview responses.

Table 4

Interview Question 6. Requests for training made by Administrators when asked "Regardless of time, cost, credit or where or when training is provided, what training do you really need to do your job better?"

	Number of Requests
Management Techniques	9
Interpersonal Relations; Personal Management	9
Miscellaneous	8
Administration, General	7
Curriculum Theory and Development	7
Psychology	6
Community Relations	5
Communications Skills	5
Legal; Rules and Regulations	4
Teaching Techniques	4
Human Relations	4
Budget and Finance	2
Values and Goals Settings; Futurism	2
Evaluation and Research	1
Personal Coursework	0
Data Processing	0
Leadership	0
Total	73

No. of administrators = 40

Table 5

Comparison of Category Ranks for
Questionnaire and Interview Responses

	Interview Rank	Questionnaire Rank
Management Techniques	1.5	3.5
Interpersonal Relations; Personal Management	1.5	3.5
Miscellaneous	3	14
Administration, General	4.5	1
Curriculum Theory and Development	4.5	5
Psychology	6	12
Community Relations	7.5	10.5
Communications Skills	7.5	7.5
Legal; Rules and Regulations	10	2
Teaching Techniques	10	13
Human Relations	10	16
Budget and Finance	12.5	6
Values and Goals Settings; Futurism	12.5	9
Evaluation and Research	14	10.5
Personal Coursework	16	7.5
Data Processing	16	15
Leadership	16	17

Since even the top ranked categories contained only about 10% of all the responses for both interview and questionnaire data, it is suggested that the reader examine the specific comments, presented in Appendices C and D, to get a more reliable impression of these results.

How could professional growth opportunities be improved?

Interviewees were asked "What should the LDC do to improve opportunities for the professional growth of Minneapolis school administrators?" These responses, grouped by location, are presented in Appendix E. The most frequent type of response was a general positive comment about the LDC such as "Don't know what more LDC could do. They're doing everything." Twelve people (30% of the sample) responded with general positive statements.

Ten people (25% of the sample) suggested courses dealing with practical skills, taught by their peers and others working in the field, as opposed to theoretical presentations. For example, "More very short skill training by peers, e.g., budget people." or "Methods rather than content." or "PG tied to job responsibilities--may be lack of connection between what PG courses do and whether they help on the job."

Eight people (20%) suggested that the LDC allow release time, sabbatical leave, or arrange stipends for people to pursue professional growth programs.

Eight people suggested courses such as ripple sessions, brainstorming sessions or other means to improve communication and share experiences among administrators.

Six people (15%) said give--or continue to give--administrators opportunities for input, ask what they want, assess needs.

Toward the end of the interview, participants were handed a list of 18 training ideas suggested by members of the LDC. These ideas were training possibilities which some committee members thought, although important to job functioning, might be overlooked by administrators when they filled out the open-ended question on the questionnaire about training needs. The results of this checklist are shown in Table 6. Some of the most heavily endorsed courses checked by over one-third of the respondents, were "How to use new technology related to management," "How to organize effective meetings," "How to use data processing in management," and "How to set and prioritize administrative goals."

Table 6

Random Sample Interview

Percent Indicating They Would Participate in 1975-76

	Elem. N9 22%	Sec. N13 32%	Central Office N11 28%	Special Loc. N7 18%	Total N40 100%
1. How to write memoranda and letters	11%	8%	27%	14%	15%
2. How to organize and manage office routines	33	15	36	14	25
3. How to use new technology related to management	56	38	27	43	40
4. How to delegate responsibility	-	23	9	28	15
5. How to manage time wisely	-	31	36	28	25
6. How to sharpen dictating skills	11	15	18	14	15
7. How to orient and direct personnel	33	15	27	14	22
8. How to organize effective meetings	22	23	73	43	40
9. How to conduct effective parent conferences	22	15	-	-	10
10. How to write newsletters and public relations communications	33	23	18	14	22
11. How to prepare and use a calendar	11	8	-	-	5
12. How to manage and use the building and equipment most effectively	22	15	9	-	12
13. How to use data processing in management	56	38	27	14	35
14. How to employ micro-graphics in management	67	-	18	14	22
15. How to organize and display information	11	-	9	14	8
16. How to set and prioritize administrative goals	33	69	18	-	35
17. How to develop a control system for measuring work progress	56	31	18	14	30
18. How to share decision-making with staff and community	44	54	36	28	42

There was a marked difference in the preferences checked by different types of administrators. Elementary administrators were most interested in courses on "How to use new technology related to management," "How to use data processing in management," "How to employ micro-graphics in management," and "How to develop a control system for measuring work progress."

Secondary administrators were most interested in "How to set and prioritize administrative goals," and "How to share decision-making with staff and community."

Almost three-fourths of the Central Office staff said they would participate in a course showing "How to organize effective meetings."

Table 7 shows that the checklist did get at some areas these administrators had not included in their questionnaire responses. Only 22% of the interviewees said they had mentioned all the training possibilities they had checked on the list when they filled out their questionnaires before.

Table 7

LDC Interview--Question 7
(Did you suggest this activity on the questionnaire?)

	Yes	No	Some Yes Some No	Don't Remember	No Answer	Total
Elementary	0	4	0	2	3	9
Secondary	2	4	6	1	0	13
Central Office	5	3	3	0	0	11
Special Location	2	4	0	0	1	7
Total Number	9	15	9	3	4	40
Percent	22%	38%	22%	8%	10%	100%

What is the probability that administrators will participate in 1975-76?

Questionnaire Responses

Table 1 indicates that, overall, 62% of the respondents said they would probably (27%) or definitely (35%) participate in courses in 1975-76 if the courses were offered at convenient times. It should be noted that slightly more than half the administrators who received questionnaires responded, and these administrators might be expected to be more interested in leadership development courses than non-respondents. Central office administrators indicated the most willingness to participate, and administrators in special locations the least interest. It could be noted from the table in Appendix J that a smaller proportion of special location administrators than administrators from other locations returned questionnaires. Table 2 indicates that the secondary administrators were less positive than were the other three groups about their participation in 1975-76.

Interview Responses:

Interviewees were asked "Did you indicate on your questionnaire that you would participate in a training program next year if an appropriate activity were offered at a convenient time? Table 8 shows that, overall, 77% of the respondents said they had and 17% said they hadn't. Again, central office administrators were most likely to say they would participate. The most frequent reason given for not participating was lack of time (4 people). Two people said they didn't need the credit or participation wouldn't affect their salary. Responses to this question, by location, are presented in Appendix F.

Table 8

Number of interviewees who said they had indicated on questionnaire that they would participate in 1975-76

	Elementary		Secondary		Central Office		Special Location		Total N	
Yes	7	(77%)	9	(69%)	10	(90%)	5	(71%)	31	(77%)
No	2	(22%)	2	(15%)	1	(9%)	2	(29%)	7	(17%)
NA	0		2	(15%)	0		0		2	(5%)
Total	9		13		11		7		40	

Some members of the LDC thought that, based on their observation, there was more participation in leadership development activities among elementary administrators. Interviewees were asked if they had any idea why it appeared that elementary administrators had shown greater participation in LD programs in the past than had secondary or central office administrators. Sixteen people (40%) said it was because elementary administrators have more free time. These respondents included one elementary, 7 secondary, 5 central office, and 3 special location respondents.

The second most frequent reason, given by 11 people (27%), said that elementary administrators have more common, general concerns--that they were less specialized than secondary or central office administrators. These respondents included 3 elementary, 4 central office, and 4 special location administrators.

Eight people (20%) said the elementary administrators needed more credits. This group included 4 secondary, 2 central office, and 2 special location administrators.

All the comments for this question, grouped by type of administrator, can be found in Appendix G.

Extent of administrator involvement in advanced degree programs

Questionnaire Responses

About one-fourth of the respondents indicated they were currently enrolled in advanced degree programs. Slightly more (29%) secondary administrators and slightly fewer central office (19%) and special location (17%) administrators said they were pursuing advanced degrees. (See Table 1)

Interview Responses

Table 9 shows that overall, the interview data support the results from the questionnaires. About one-fourth of the administrators interviewed said they were presently enrolled in or interested in pursuing an advanced degree program. Since there were so few respondents within each location category, it would not be valid to base conclusions on differences between numbers enrolled within these categories.

Respondents who said they were currently or were interested in being involved in pursuing an advanced degree were asked if there was anything the LDC could do to help them. Three people said they could use help in paper writing or research design, two offered specific course or program suggestions (e.g., guidance counseling through LDC), one said give time off and one said offer courses for credit without having to pay fees. These comments are included in Appendix H.

Table 9

Are you presently enrolled in or interested in pursuing an advanced degree?

	Elementary	Secondary	Central Office	Special Location	Total	
Yes	1	4	3	2	10	(25%)
No	8	9	8	5	30	(75%)
	9	13	11	7	40	

When to offer training

Table 1 indicates that Monday and Wednesday afternoons, closely followed by Thursday and then Tuesday afternoons are the most preferred times for professional growth activities. Friday nights, Tuesday nights and weekends were the least popular times.

How do MPS administrators feel about opportunities for professional growth?

Questionnaire Responses

Table 1 shows that nearly four out of ten administrators (38%) felt that ample opportunity existed to meet their professional growth needs. Special location and central office administrators most frequently endorsed this idea, secondary administrators least frequently. Recall that central office administrators were most and special location administrators least likely to indicate they would participate in 1975-76 (Table 1), and secondary administrators who said they would participate in 1975-76 were less definite than the other groups (Table 2).

Over one-third of the respondents said more opportunity for obtaining professional growth units through the MPS (23%) or obtaining college or university credit (13%) is needed. Secondary administrators more frequently indicated these needs. Forty-four percent of the secondary, 39% of the elementary, 31% of the special location, and 27% of the central office administrators said more opportunity for professional growth is needed.

Secondary administrators were also much more likely to say they needed assistance in pursuing an advanced degree (32% compared with 16% overall and only 8-9% for central office and special location administrators).

Interview Responses

Table 10 shows that over two-thirds of the interviewees said that they thought the LDC could provide them with the kind of training they really need. Only four people (10%) said the LDC couldn't provide them with the training they need. Reasons given for why the LDC couldn't provide needed training were that needs were too specific for LDC courses (2 people), just got out of school and don't need anything (1 person), and one no answer. All the comments relating to this question and suggestions for where certain types of training are available are in Appendix I.

Table 10

Do you think the LDC can provide you with the kind of training you really need?

	Elementary	Secondary	Central Office	Special Location	Total N	Total %
Yes	7	8	9	3	27	68%
No	0	1	0	3	4	10
NA	2	4	2	1	9	22
Total	9	13	11	7	40	100%

Appendix

Minneapolis Public Schools

Administrators' Professional Development Survey

1. What courses, experiences, or skill training, if any, do you want the Leadership Development Committee (LDC) to offer?

_____

_____

_____

(If you don't want any additional training, skip to Item 20).

2. If this course (these courses) were offered at convenient times, would you participate in 1975-76?

_____1. Definitely yes

_____2. Probably yes

_____3. I'm not sure

_____4. Probably not

_____5. Definitely not

My preference for professional growth activities is (circle as many times as you wish).

	Morning	Afternoons Before 6:00 p.m.	Evening After 6:00 p.m.
Monday	NA	03	04
Tuesday	NA	05	06
Wednesday	NA	07	08
Thursday	NA	09	10
Friday	NA	11	12
Saturday	13	14	15
Sunday	16	17	18
None of these	19		

NA=Not available

20. Which of these statements best describes how you feel about opportunities for your professional growth?

_____1. I'm not interested in further professional growth activities.

_____2. Ample opportunity exists to meet all my professional growth needs.

_____3. More opportunity for recertification credit is needed.

_____4. More opportunity for obtaining professional growth units through the Minneapolis Public Schools is needed.

_____5. More opportunity for college or university credit is needed.

_____6. Assistance in pursuing an advanced degree is needed.

21. Are you now enrolled in an advanced degree program?

_____1. Yes _____2. No

22. Where do you work?

_____1. An elementary or middle school or complex

_____2. A secondary school

_____3. The Central Office

_____4. A special location

_____Signature (optional)

Please return to Research and Evaluation Department
by Friday, May 9, 1975.

Appendix B

Interview Format
Leadership Development Committee Survey
April 1975

The purpose of this interview is to get your suggestions for improving the training of Minneapolis school administrators. Recently a questionnaire was sent to all administrators but we are talking to a random sample of administrators in order to get more insight into their needs.

Did you have a chance to complete this questionnaire? SHOW FIRST QUESTIONNAIRE.

_____Yes No_____

IF NOT, would you please take a minute or two to complete the questionnaire now since some of the questions I am going to ask you are based on it. I do not have to see your answers. You can mail the questionnaire in later.

1. Our past experience has shown greater participation in Leadership Development Programs by elementary school administrators than by secon ary or central office administrators. Do you have any idea why this occurs?_____

   _____

   _____

   _____

2. What should the Leadership Development Committee do to improve opportunities for the professional growth of Minneapolis school administrators?_____

   _____

   _____

   _____

3. Did you indicate on your questionnaire that you would participate in a training program next year if an appropriate activity were offered at a convenient time?

   _____Yes No_____ IF NO, could you tell my why not?_____

   _____

   _____

4. Do you think the Leadership Development Committee can provide you with the kind of training you really need? _____Yes No_____ IF NO, why do you think this is?

   _____

   _____

   _____

   Do you know where this training is available?_____

   _____

(OVER)

5. Are you presently enrolled in or interested in pursuing an advanced degree program? _____Yes No_____ IF YES, is there anything the Leadership Development Committee can do to assist you in an advanced degree program?

_____

_____

_____

_____

6. Regardless of time, cost, credit, or where or when training is provided, what training do you <u>really</u> need to help you do your job better?_____

_____

_____

_____

_____

_____

7. Here is a list of some training ideas suggested by a number of people. Is there anything on this list which you would want to participate in in 1975-76? HAND THE LIST TO THE ADMINISTRATOR AND HAVE HER/HIM MARK IT.

8. IF THE ADMINISTRATOR RESPONDED YES TO <u>ANY</u> OF THE ITEMS ON THE SHEET, ASK Did you suggest this activity on this questionnaire? SHOW FIRST QUESTIONNAIRE.

_____Yes No_____ Some yes_____ Some no_____ Don't remember_____

9. The person interviewed works in

_____Elementary school

_____Secondary school

_____Central office

_____Special location

Appendix B
Minneapolis Public Schools

Check as many of these training possibilities as you honestly feel you would participate in in 1975-76.

_____1. How to write memoranda and letters

_____2. How to organize and manage office routines

_____3. How to use new technology related to management

_____4. How to delegate responsibility

_____5. How to manage time wisely

_____6. How to sharpen dictating skills

_____7. How to orient and direct personnel

_____8. How to organize effective meetings

_____9. How to conduct effective parent conferences

_____10. How to write newsletters and public relations communications

_____11. How to prepare and use a calendar

_____12. How to manage and use the building and equipment most effectively

_____13. How to use data processing in management

_____14. How to employ micro-graphics in management

_____15. How to organize and display information

_____16. How to set and prioritize administrative goals

_____17. How to develop a control system for measuring work progress

_____18. How to share decision-making with staff and community

19. Anything else?_____

_____

_____

20. Work location:

_____Elementary or middle school

_____Secondary school

_____Central Office

_____Special location

Leadership Development Committee
4/25/75

A. Legal-rules and regulations

Elementary	. courses in school law . course work on how to deal legally with the student and parents of children that are constantly truant or defiantly unmanageable . training re: teacher termination procedures--probationary and tenure . inservices that cover legal areas of our profession . civil service regulations & procedures
Secondary	. legal aspects . school law . legal implications for the administrator--an update . school law . law--school's responsibility--courts' responsibility
Central Office	. school law . legislative relations . school law . school law seminars
Special Locations	. school law . implications of laws passed by 1975 legislature

B. Communication skills

Elementary	. communication
Secondary	. how to best communicate with a total staff
Central Office	. effective listening . communication skills . interpersonal communication . report writing . public presentation . improving communication skills . active listening . management and communications skills

C. Data Processing

Elementary	. computer management of instruction
Secondary	. data processing . data processing (financial) . computer programming for junior high and senior high schedules
Central Office	. computer programming

D. Community Relations

Elementary	. courses dealing with community involvement . something concerning community agencies--what are they--whom do we contact--what do they do--how do we best work together

Secondary
- working with Native American students, parents, and community--curriculum & attendance
- adult education for inner-city populations (best known programs)
- leading discussion groups with adults from community
- utilizing community resources

Special Location
- courses in community education

E. Budget and Finance

Elementary
- management by objectives in fiscal accounting

Secondary
- budget
- budgeting and accounting for principals
- budget
- school finance
- help with budgeting, accounting (gen.)
- purchasing

Central Office
- insurance theory (life & casulty)
- budget procedures
- budget control

Special Location
- actual bookkeeping
- accounting procedures
- monitoring budgets and finances

F. Management Techniques

Elementary
- time management skills
- time management, office management, etc.
- up-grading basic management skills

Secondary
- time management workshop that deals directly with school problems

Central Office
- management training (General Mills)
- interview techniques
- handling priorities
- orientation of new employees
- bulletin board arrangements for clerks
- management skills development
- use of new technology in management
- group decision making
- something on the order that General Mills provided in previous years--or just some time when persons of like interests might get together and informally consider future directions, share concerns, & share experiences re. articles read, meetings attended, etc.
- I would be interested in the type of basic office management and techniques which Marsh Kaner outlined at our last LD meeting

Special Location
- time management

G. Personnel Management-Interpersonal Relations

Elementary
- enlarging my background in working with personnel
- dealing with conflict situations (professional not racial)
- to utilize staff in new ways
- scheduling for elementary principals (Specialist, Sp. Ed., etc.)
- group process skills for shared decision making with staff and community
- personnel evaluation

Secondary
- I would like to hear a group approach to problem solving. I realize I am asking for a little of the "blue sky" approach but feel it could be accomplished in some kind of interaction groups.
- techniques in staff reduction
- staff relationships, e.g., decision making, positive task assignment or voluntary involvement; and development of esprit de corps
- supervision and evaluation of certificated staff
- best utilization of limited clerical services
- best utilization of building resources, i.e., support personnel, custodial, aides, etc.

Central Office
- supervision of teachers--ways of helping teachers to improve
- development of employee counseling skills
- improving manager-secretarial skills (delegating responsibilities)

H. Leadership

Elementary
- seminar or weekend retreat on sharpening leadership skills
- group leadership techniques

I. Evaluation and Research

Elementary
- applied research--practical to specific situation

Central Office
- program evaluation
- using research to assist in program design
- curriculum evaluation
- evaluation
- curriculum research

Special Location
- methods of evaluating classroom teaching

J. Personal Coursework

Elementary
- courses which would count towards my degree work
- professional growth units

Secondary
- recertification courses
- University graduate credit

Central Office
- vocation certification
- work for a Masters Degree
- I need 40 hours human relations (not cc). I prefer a concentrated program rather than weekly sessions spread over many weeks.
- speed reading

Special Location
- Nova Univ. EdD.
- I need to get supt's certification so any extra time at this point is in classes at U

K. Values and Goal Setting - Futurism

Elementary
- workshop on futures
- continuation & guidance in continuing to develop alternatives, find resources, etc.
- value clarification

Secondary
- periodic reorientation to District needs and goals
- short conferences to the point of future planning needs
- opportunities for input into planning--particularly feasibility studies
- always looking for new ways to program a school

Secondary	. I would appreciate having something that speaks to timely issues particularly as they affect this school system and the school I work at.
Special Location	. values clarification

L. Human Relations

Elementary	. how to resolve conflict between children, conflict intervention--John Taborn has something to contribute on signs of conflice building & when to intervene . some suggestions of h.r. programs to sign into to complete requirements guts building
Secondary	. development of good student-staff administrative relationships
Central Office	. courses in the desegregation/integration process . training in racism awareness

M. Curriculum Theory and Development

Elementary	. curriculum development . information on new material, i.c. Holt Data Bank, SRA material, etc. . thematic approaches to learning . creation and utilization of interest centers in continuous progress school . courses that deal with trends in education . individual study for staff and administration to develop skill and material necessary for Open Program . teachings of Piaget applied to Open Education . the integrated curriculum in the British Primary School
Secondary	. development of secondary school options and alternatives
Central Office	. learning theories and implications for classroom practices . elementary curriculum . curriculum development
Special Location	. reviews or overviews of new developments in vocational training

N. Teaching Techniques

Elementary	. basic skill instructional techniques
Secondary	. basic skills programs . teaching techniques for inner-city adults . helping teachers in classroom management
Central Office	. experiences related to how learning in classrooms is directed toward individual growth needs of students . teaching for competencies

O. Administration

Elementary	. program administration . administrative styles . nature of organizational development . how to help staffs develop meaningful programs

Secondary	. scheduling--building master . management by objectives . trends in school organization--MPS . the administrator's role in a declining enrollment system
Central Office	. decision making . management by objectives . business administration . labor relations in the public sector in Minnesota . management in the public sector . courses in supervision . project supervision
Special Location	. administrative duties and procedures for new administrators (budgets, requisitions, etc.) . school business administration

P. Other

Elementary	. during the NAESP Convention numerous topics were offered under skills workshops on pages 76-77 of the directory and under ideas in Action on pages 91-92 that I would like to see set up as classes . effecting change in the elementary schools . they have covered the field well
Central Office	. economics--theoretical & applied . political science

Q. Psychology

Elementary	. Adlerian psychology . mainstreaming the handicapped
Secondary	. working with psychopatic behaviors . research in area of perception . Adlerian psychology
Central Office	. elements of human behavior . mental health of principals
Special Location	. special education

A. Legal-rules and regulations

Elementary
- legal aspects

Secondary
- legal aspects (student rights, etc.
- legal aspects of job

Central Office
- school law

B. Communication skills

Secondary
- always need practical experience dealing with other people

Central Office
- interrelationship between staffing positions, communications within staffing operations
- report writing
- communication skills
- effective listening

C. Data Processing

No Comments

D. Community Relations

Secondary
- how to direct a more successful community ed. program in inner-city
- keeping current with trends such as community aspects
- community concerns and problems
- how to involve parents and students in education

Special Location
- seeing how other school systems handle their use of the community as a resource. Actual site visits in other cities such as Boulder, Colorado.

E. Budget and Finance

Secondary
- more managerial strategy type things--how to deal with budgets in this age of inflation

Central Office
- budget procedures

F. Management Techniques

Elementary
- how to set up & organize effective in-service for my staff how to conduct interesting staff meetings. What is a good staff meeting?
- objective to word "training"--do that to dogs. How to bend the bureacracies. A course in personal objective management--what kinds of things to delegate to secretary, how to set up file systems.

Secondary
- more management skills

Central Office
- bulletin board arrangements
- priority setting
- time management
- training for delegating responsibilities (then must stand behind employees)
- management supervision

Special Location
- management skills from experts

G. Personnel Management-Interpersonal Relations

Secondary
- sharing problem solving experiences with other administrators
- #1 priority--an all day ripple session conducted in a relaxed atmosphere on a monthly basis.
- courses where you could share ideas--involve people with different levels of experience
- ongoing discussion sessions, timely issues, gut level--some ongoing ripple sessions where you get together with administrators to talk about timely issues.
- problems with personnel
- so many students have attendance problems--need to know how to work with them

Central Office
- interpersonal relations
- interview techniques

Special Location
- staff development for staff development--how to really do it better. Skills and strategies for dealing with this need to be broadened and expanded. Staff development should be a model to principals as to how to do things. Things need to be more experience based. Tend to call anything when teachers get together staff development. We should use staff development only for legitimate unique things. Likewise for curriculum development.

H. Leadership

No Comments

I. Evaluation and Research

Special Location
- training in evaluation classroom activities in vocational area

J. Personal Coursework

No Comments

K. Values and Goal Setting - Futurism

Secondary
- try to have time to really do brainstorming about years ahead--thinking futuristically. Some kind of course to look at what's ahead for MPS 5-10 years from now.
- what is emphasis in education, changes in emphasis by MPS

L. Human Relations

Elementary
- human relations (but not what district is doing)

Secondary
- skills needed to work in an integrated setting, human relations skills

Central Office
- desegregation/integration process
- affirmative action area

M. Curriculum Theory and Development

Elementary
- . experience in new curriculum areas like CAI
- . we need more knowledge of new materials for elementary level (e.g., Holt Data Bank, SRA Pilot Library, SRA Math or Reading... to understand new materials, so when teachers talk to me, I know how it's used.

Secondary
- . training in alternative education programs
- . good course in fundamentals of curriculum development. Principals have to deal with courses out of what was their field.
- . refresher type courses--curriculum work, not sure what courses would help.

Central Office
- . ways of developing a systematic approach to developing curriculum

Special Location
- . new trends in vocational education

N. Teaching Techniques

Secondary
- . #2 priority--continue emphasis on basic skills subjects at St. Johns
- . What can the teacher do to get the child to attend? (What difference in teachers causes child to attend class, other teacher, less strict or more strict may not interest students). Help teachers improve classroom management, attendance.
- . Helping teachers in all disciplines learn how to teach reading--students in senior high need reading--finding resources (reading & others) to help teacher deal with problems.

Central Office
- . instructional management

O. Administration

Secondary
- . informal courses on building schedules

Central Office
- . more exposure to curriculum, supervision, and special programs type courses (a la ed. ad. at the U) would help me understand the educational terminology--to communicate with people with education background (Kaner & Vakos) to know what the principal's real problems are.
- . decision making skills
- . decision making
- . management by objectives
- . courses on supervision

Special Location
- . career ed--program leadership, program development. Many good workshops around the country, but no budget

P. Other

Elementary
- . cannot always predict what you need--like the behavior problem student that enrolled 6 weeks ago. Don't know.
- . can't identify any specific training--it's a matter of individual involvement.

Central Office
- . bring in practical courses, i.e., transcendental meditation, yoga techniques to help people relax and communicate with each other--bring to 807 so it's accessible right after work or during lunch.
- . speed reading

. overview or digest to keep me abreast of the latest in educational innovations and latest in reading materials or published articles that would benefit the administrators in MPS.
. more job function clarification

Special Location
. gaining a sense of the system enough to seek out particular things as I need them
. don't really think it's possible to get anywhere but on this unique job

Q. Psychology

Elementary
. conflict resolution--human interaction--psychology
. learning difficulties
. special ed.

Secondary
. like to see a time to share with others frustrations in a constructive atmosphere for study with others who might have some ideas.

Central Office
. personal control
. human behavior

Appendix E

LDC Interview--Question 2. What should the Leadership Development Committee do to improve opportunities for the professional growth of Minneapolis school administrators?

Elementary

.Offer greater variety, allow more time to do it in.
One course--human relations--aimed on the abilities of administrators to deal with all aspects of education. If such a course were made more relevant for administrators even though they are like certified or have taken a HR course previously it would be more fitting and applicable to their position in MPS. Things previously left out are dealing with feelings of teachers coping with mood changes in students, working under pressures with superordinates as well as subordinates.

.I'm not interested in credits--I have enough--we need to be knowledgeable about alternatives, about operation of secondary schools (even though I'm elementary)
a cursory knowledge about many new trends in education--I need this knowledge to talk to teachers and parents.

.Variety is good now.

.So many things in elementary school that you do not have time. Eliminate some of the things from an already overburdened day. Have to force yourself to extra activities.
Everyone routinely given sabaticals to relieve pressures and allow time to work on things.

.More in-services on change in individual schools--teaching styles, "structural" changes for more effective implementation of programs.

.Need for administrators of open schools to get together--brainstorm about their situations (commonalities & differences). LDC could provide the situation, the time, and the credit for that to happen.
Could arrange subsidies for visitations to other places.

.Problem--can't take time out during the day, by PM too tired. Maybe 7:00 a.m. courses would be more convenient.

.Don't know what more LDC could do. They're doing everything.

.Continue to offer good courses, can't do much more than they have.
Look at increasing away from school offerings.
Increase amount of leave time for course work, sabaticals.

Secondary

.Should be at a time when a person can get away--I don't know what time that would be.

.Ask us for input to check out organizations or consultants we feel are good.
Educator Training Center (Los Angeles), for example, does good practical job--from what I've heard--check out other programs too.
Main problems in urban senior high: poor attendance, lack of interest, class-cutting, class management in other cities. Vandalism, violence not so much in Mpls. yet.

.More than just developing leadership, also develop expertise in new areas, e.g. alternatives, personnel management, community relations. I'd like to see more cooperation with the University, St. Thomas, or other college to have a 2-3 year on-campus, in local school program leading to specialist or doctorate or special program course in ed. ad., but a broad program covering several areas in education--practical program held on job in schools partly and partly at university.

.What they have been doing is great...St. Johns, continuing programs, variety of programs with variety of credit options.
Try to get honest opinions of what they want.

.Possibly if held at times when school is not in session--summer or winter breaks.

.More work with help in establishing community relationships with community groups. Expertise in community relationships.
Need more ripple meetings.

.Doing a great job now plenty of opportunities.
Climate should be more social and rleaxed. Mix work and play.
Make all day.

.Need to help administrators have more in-depth knowledge about how to reach long range goals
Need to work to eliminate deep seated prejudices which many administrators have whether they realize it or not. Can't reach educational goals until we eliminate these. Administrators need to constantly reassess whether they are the protectors of the system or the servants of the people--seminars to discuss and reassess this.
Need more work in learning to be open and get input from lower downs.

.Provide stipends
PG tied to job responsibilities--may be lack of connection between what PG courses do and whether they help on job.
Important to have this dimension available. It takes a forward looking system to provide this without relying solely on outside agencies. Hopefully it will move from show and tell to show and do.

.They are doing a good job now.
Reimplement ripple sessions.

.More training at principals' meetings. Training by people in the field, not U professors who don't know practicalities.

.Don't know what else they could do.

.In-service with significant involvement by administration in introducing their thoughts and frustrations--would take a big person to conduct such a workshop. Too many lay on opinions from "expert" stance. Managerial aspects become essence of in-service. People who used language related to material, goods and production. At times talk of kids like auto, ask people to dehumanize to do a job--"input" a computer term, not a human term like thoughts and feelings. Did go to GM management program, didn't fill out forms so no record--good experience, signs of more concern for human aspects.

Central Office

.Could get college or PG credit for sessions, seminars attended at conventions.
Coordinate PG programs with some of these convention-type activities like MN School Facilities Council convention every year at the Leamington.

.Good so far--get more practical courses (e.g. Kaner's suggestions).
Clarify ceritfication requirements as differentiated from what is needed for on the job performance.
Concentrate more on business side rather than curriculum type offerings.

.Bring in practical courses like transcendental meditation, yoga techniques to help people relax and communicate with each other.
Have a course in speed reading.

.Open training for administrative aides to schools, school clerks in administrative positions.

.Up to date about learning theories and implementation.
Porfessional growth, personnel and systems management.

.More very short skill training by peers, e.g. budget people.

.Offer for credit, stipend.
Larger financial reward for adminsitrators than for teachers--more incentive to spend time on professional growth to reorder priorities.
St. John's was good for first five years but has ceased to be effective--resent being a captive audience.

.Continue to make the various opportunities they have offered available, perhaps expand.

.Course in project administration
One in curriculum construction and evaluation would be of use to everyone--
Methods rather than content
Updated teaching methods.

.Solicit suggestions and help--need feedback from these people. Otherwise can do no more than at present, ie offer courses and see who takes them.

.807 curriculum areas
Need courses to learn how to help teachers improve their teaching.

Special Location

.Periodic needs assessment
Release time

.Continue seeking needs (as you did in recent questionnaire) and respond to those needs.

.St. Johns is good
Some offerings related to vocational education trends
Best times: morning 6 or 7 a.m. until 8 or 9 a.m. or evening 4 p.m. to 6 p.m.

.Getting increasing number of requests for courses in organizational theory, group management--those things generally found in PhD level of ed. ad. and sociology...Organizational change, climate.
How to make things more efficient organizationallly. Example: John B. Davis should teach a course on organizational management.
Articulation between schools and community.

.Offer something like learning theories and implications for classroom practice
Could predict needs more--shouldn't have to base everything on expressed needs, maybe people out there would take some things if suggested.
So many things are offeded by various groups in the area that LD courses must be super to attract people.

.Continue with wide range of opportunities especially those pertaining to leadership, human relations skills.

.No idea.

LDC Interview--Question 3. Did you indicate on your questionnaire that you would participate in a training program next year if an appropriate activity were offered at a convenient time?

Elementary

(Yes--7)

.But difficult because of moving to a new building--additional responsibilities

.Probably yes, would depend on time, like "no way" these last 3 weeks

(No--2)

.Would not help salary position

.Not sure because it depends so much on the time of year--beginning and end of year no, otherwise, yes.

Secondary

(Yes--9)

.Some people can get time off if they get into the right program.

.But want a special kind. Some ongoing ripple session where you get together with administrators to talk about timely issues. Something that is not stagnant.

.If it were aimed at my needs.

.Time of offering is really a problem. Afternoons are absolutely out. Almost has to be in mornings.

.They have the potential--especially to put people in contact with the right opportunities.

(No--2)

.Too hurried to answer--not sure how I answered.

.At top of scale now with PhD. Matter of priorities. Background is quite varied and don't feel real need for additional training.

(No Answer--2)

Central Office

(Yes--10)

(No--1)

.Time factor

Special Location

(Yes--5)

.As far as time is concerned, anytime is bad

.Some question of whether I'll be here next year

(No--2)

.No knowledge of training programs put on. Don't want to participate with internal sources, but would participate with professional external management sources.

.Just no time.

LDC Interview--Question 1. Our past experience has shown greater participation in Leadership Development Programs by elementary school administrators than by secondary or central office administrators. Do you have any idea why this occurs?

Elementary

.Just wild theories--elementary people are more with it. Are a dedicated group seeking more ways to utilize their time and energy and ability.

.Elementary principals as a whole are far more involved in curriculum--running building. Secondary principals turn curriculum matters over to others. But We need to learn curriculum. Also we have taught. Also, we are generalists, not specialists--we need broad knowledge.

.No idea

.Goes way back to feeling that high school administrator knows all and no one can tell them what to do.

.Principals request, changes in MPS--desegregation, alternatives, parental concern, etc.

.Greater participation by principals in schools with least change, least happening--easier to get away from building without work building up. Problem of time and personal priorities.

.Elementary principals are more closely associated with day-to-day problems of children and more closely connected with staffs. Work more closely.

.Elementary principals are more dedicated.

.More concern with kids. Courses have been more related to needs of individual kids. Elementary principals are more close to kids because of the setting, more involved with individual kids' learning.

Secondary

.No. Possibly elementary people have more time. We have athletics and things after school. Our community is larger.

.Many evening activities in secondary school--more crises--difficult to meet a rigid schedule, even in Area or regular meetings, secondary principals more often late--also exhausted at end of day.

.I have no idea whatsoever. LDC programs involve great deal of evening time, but elementary principals must also have same problem.

.Some secondary administrators not buying concept of K--12. They stay away from meetings that involve both elementary and secondary.
Some people are at point where they don't want to invest more time in professional development.

.Elementary administrators may have more freedom or opportunities to be away from the building. Principal at secondary school has to be in building most of the time...things are different at secondary level. Too many demands during the school and evening.

.Elementary has more time to participate. Secondary has more PM and evening meetings.

.Elementary administrators have more time--don't have time or physical energy.

.Haven't been here long enough to know.

.Primarily emanates from elementary level--may be higher priority for them organizationally.
If thinking only of numbers, there are more elementary administrators.
More secondary have reached top, that's why they're more concerned about relevancy.

.Partly how the certification requirements are set up.
Also, because secondary administrators may generally have higher educational level completed.
Elementary problems are better handled by others when administrator is out of the building during the day.

.Maybe people who work with elementary need more reinforcement.

.Nature of the job--secondary don't have any energy left.
Greater number of students in secondary.
Complexity of individual as he matures and enters puberty and adulthood.
Diversity of offerings increasing as individual goes on in school.
Reduction of influence of church, family and community leads to rebellion syndrome
One thing may distort impression--a lot don't need credits and take courses on audit, then no record (not incumbered by papers, etc.)

Central Office

.More elementary principals.
Greater range of interests and concerns among secondary and CO personnel because of greater enrollments, more people and area to cover.
CO staff tied up hour-wise
Greater travel opportunity for secondary, CO staff, therefore, less concerned with PG

.More specialization in secondary and CO administrators, therefore more variety among them, fewer courses would appeal to a large enough number of them.
Also more time committments.
Elementary administrators less sophisticated.

.No idea

.More elementary administrators

.Elementary administrators closer to instructional process
More likely to be trained as generalists
LDC programs have been more related to instruction than to management.

.Not LDC offerings so much as nature of elementary administrators in terms of assignment or personality.
Maybe secondary administrators have more training already and do not feel they need as much training from LDC.

.More time--secondary bigger and busier, where priorities are--secondary administrators just do not have the time that elementary may.

.CO time factor in terms of availability
Secondary, don't know

.As a consultant, primary responsibility is as a curriculum and program manager, not too many courses have been pertinent.
Would want to look at courses that have been offered
Maybe elementary aren't burdened with same problems as secondary.

.Many of them younger.
Some of them need course work for recertification
Need courses to make them more effective.
Possibly supt. gave them more impetus (Kennedy more than Ober)
Courses offered may have had more implications for them.

.Courses offered more pertinent to people in the schools rather than CO
Work load not so heavy in elementary perhaps.

Special Location

.Secondary tend to be busier
More emotional drain at secondary level--tired at end of day

.Courses are more relevant to their needs.
Elementary may be more conscientious
Possibly they have more time

.No idea

.Administrators in general are a group, but CO people are not a collective group, no collective interest.
Elementary are more generalists, there's more of a general interest.
Elementary staffs are "different kind of folk"
Elementary principals are "on the way up"--secondary principals are there.

.Courses are more aimed at building administrators than CO.
May also be aimed more at elementary than secondary.

.Elementary administrators are closer to the classroom, closer to curriculum needs.
More of secondary administrators time tied up in desk administrative duties of managing, finance, etc.

.Looking for certification, advance from BA degree.

LDC Interview--Question 5. Are you presently enrolled in or interested in pursuing an advanced degree program? If yes, is there anything the Leadership Development Committee can do to assist you in an advanced degree program?

Elementary

(Yes--1)

.Offer courses that would lead to an advanced degree as an extra incentive without them having to pay college fees for credits.

(No--8)

.However, have enjoyed the advanced seminars I have participated in.

.Have specialist degree and credits beyond.

.I've got credits coming out my ears.

Secondary

(Yes--4)

.Write my paper. Time is a real problem--can't get away to see my advisor. (Reason I haven't been to any development programs is I have been taking courses at St. Thomas)

.If they would hold a program such as the one I outlined. (Ed. 2-3 year on-campus/ in-local-school program leading to specialist or doctorate or special program housed in ed. ad. but covering several areas in education.)

.Some help in dissertation writing. Pitfalls in advanced degree programs. Practical approaches.

.Kind of forced into taking some courses relevant to area in now.

(No--9)

.Have PhD--still like to take courses.

Central Office

(Yes--3)

.LDC could offer courses in management training.

.For a specialist certificate combined with school administration--Help on a one-to-one basis, i.e., a little guidance counseling.

.Might as I get into actual research and paper writing.

(No--8)

Special Location

(Yes--2)

.Need time, mostly

.No

(No--5)

LDC Interview--Question 4. Do you think the Leadership Development Committee can provide you with the kind of training you really need? (Do you know where this training is available?)[1]

Elementary

(Yes--7)

.They have in the past--I've been one of their greatest takers.

.It's one source--the one closest to Mpls. needs. Good because it provides more specific kinds of things.

.If principals involved in planning, setting up of courses, and defining their needs

.But I never participated in a PG course.

.In a personally designed individual program of professional growth--committee help in implementation (and design if necessary)

.No comment. ((Just finished some work with John Taborn. Particularly interested in something he mentioned on 7 stages of conflict building))

(No answer--2)

.They have access to anyone that I could learn from. They could provide me with it, but will they?

.Not sure what I really need. Need to know about Title I because moving into it, but how can LD help here?

Secondary

(Yes--8)

.Really making good offerings now. Impressed with St. Johns

.Question is will they? They can, but aren't well now.

.Would hope so. ((Extensive reading/professional organization. Travel through Danforth Foundation))

.Most valuable group to provide training. ((Educational Training Center, L.A. requires school to send a 5 member team from building-then this team goes back to school. Training covers practical problems of classroom management, other problems that teachers have. Consultants provide good follow-up, spend time in school training school staff))

.No comment. ((Ripple sessions are desirable))

(No--1)

.Just out of school. Don't need anything just now.

(No Answer--4)

[1]Answers to this question are in (( )).

.I don't know who leadership development committee really is. I assume they are interested in a practical program such as I have outlined.

.Restrictions if don't tie into all colleges

.Merle Griffith has done a dedicated job beyond what anyone has a right to expect. Very responsive to need, sensitive to administration and evaluating what he is doing.

Central Office

(Yes--9)

.In part--I could gain from anything because my background is in business & finance and most offerings are about curriculum type things I know nothing about. Professionally, I need practical business type courses, but want familiarity with other things. ((At the U, but too theoretical-need a combination of practical & theoretical))

.Bring courses (TM, yoga, speed reading) to 807 so it's accessible right after work, during lunch. ((TM at U))

.If anyone can train for leadership (as opposed to nitty-gritty management) suppose the LDC can.

.If they have resources.

.Entirely possible. ((General Mills management course))

.Efficiency, management, space utilization--short term courses, but, e.g., real estate, leasing, etc. too specialized to get through the school system. ((Tonskemper School of Real Estate, Minnesota School of Real Estate))

(No Answer--2)

.Maybe yes, maybe no--perhaps there might be something useful. ((Dynamic management course at U))

.Partially--would like training in personnel and systems management, also management and implementation of various learning theories, e.g., not just summative information of what an open school is, but how does one go about implementing an open program and then manage it.

Special Location

(Yes--3)

.They are assessing needs and programs to date have been relevant. ((Right here in MPS system))

(No Answer--1)

.Not that certain about what needs are. Within limits, yes.

(No--3)

.My job is unique, evolving from week to week (different from any other curriculum generalists). Have had most of the theory and discussion kind of experience that the courses usually provide in area of management skills. ((Getting it on the job through varied experience))

.Training needs are very detailed and may not be able to be met by committee. Needs are too specialized to own field to be met by committee.

.No comment. ((St. Thomas, University, St. Cloud, etc.))

Appendix J

Population and Questionnaire and Interview Sample Proportions of MPS Administrators from Elementary, Secondary, Central Office, and Special Locations

	Population Total	Population Percent	Questionnaire Sample Percent	Interview Sample Percent
Elementary	62	23.5%	31%	22%
Secondary	76	29	27	32
Central Office	64	24	26	28
Special Location	62	23.5	16	18
Total	264	100%	100%	100%